The findings included in this report stem from the Professional Development (PD) attendee evaluations provided during Flex and In-Service days for the Spring 2023 term. As part of an ongoing effort to meet the PD needs and increase the quality of PD workshops provided to all campus employees, an online evaluation was provided to attendees. A total of **79 valid online evaluations were received** and analyzed. A limitation to consider when reviewing these results is that completing an evaluation was optional for attendees which may help to explain the low number of evaluations for some workshops.

Table 1 demonstrates the number of evaluations submitted for each workshop offered. There was a total of 15 workshops included in the evaluation. **Evaluations were submitted for 10 of the workshops** offered.

Table 1. Number of Evaluations Submitted for Each Workshop

Workshop Title	# of evaluations
Flex Day Wednesday, January 11th **(n=45)**	
"Labster"	2
Chemical Hygiene Training	0
DE Micro Courses	1
Keenan SafeColleges	0
New Features in Canvas	14
Outcomes are the Point(s): Assessing using outcomes rather than exams, percentages, and points.	7
Spark Your Work!	21
The Fantastic World of SLOs and SAOs	0
Vision Resource Center	0
In-Service Day Friday, January 13th **(n=34)**	
"Know Your Contact" Reclassification Process for Classified Professionals	0
Compassion Fatigue, Increasing Resiliency	13
Department Work with Research - Planning and Program Review in Action	2
Excel Tips & Tricks for Classified Professionals	6
Leadership Development & Career Advancement	2
Students, Distress, and Wellness, Oh My!	11
Total number of evaluations submitted	**79**

Table 2.a illustrates the number of evaluations and the response rate per employee group by respondents' self-identified primary function at CHC. Faculty represent 88% of the overall responses. Classified and confidential staff made up 10% of the responses. Table 2.b illustrates the number of evaluations by worksite, Crafton Hills College was selected as the primary worksite for all submitted responses.

Table 2.a Self -Reported Employee Function

What is your primary function at CHC?	#	%
Part-Time Faculty	38	49.4
Full-Time Faculty	30	39.0
Classified/Confidential Staff	8	10.4
Manager/Administrator	1	1.3
Total	**77**	**100.0**

Table 2.b Self-Reported Worksite

Please select your worksite	#	%
Crafton Hills College	58	74.4
San Bernardino Valley College	20	25.6
District	0	0.0
Total	**78**	**100.0**

Table 3 reflects the evaluations for **two** of the nine workshops presented on **Flex Day, Wednesday, January 11th:** *DE Micro Courses, and Labster.* All respondents (n=3) indicated agreement or strong agreement with all four statements.

Table 3. Overall Evaluation of Asynchronous Workshops for Flex Day

Please rate your level of agreement with the following statements:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The topic was relevant.	1	33.3	2	66.7	0	0.0	0	0.0	3
The information presented was useful for my professional development.	1	33.3	2	66.7	0	0.0	0	0.0	3
The information presented was useful for my personal development.	1	33.3	2	66.7	0	0.0	0	0.0	3
I would recommend this asynchronous workshop to my colleagues.	1	33.3	2	66.7	0	0.0	0	0.0	3

Table 4 reflects the evaluations for **three** of the nine workshops presented on **Flex Day, Wednesday, January 11th:** *New Features in Canvas, Outcomes are the Point, and Spark your Work.* All respondents (n=41) indicated agreement or strong agreement with all the following statements below:

- The topic was relevant.
- The presenter(s) knowledge of the subject was excellent.
- The information presented was useful for my professional development.
- The information presented was useful for my personal development.
- I would recommend this workshop to my colleagues.

However, one faculty member (2.4%) disagreed with the statement that the **presentation style and techniques used by the presenter(s) were appropriate for the topic being presented**. The specified workshop was *Outcomes are the Point(s): Assessing using outcomes rather than exams, percentages, and points.*

Table 4. Overall Evaluation of Synchronous Workshops for Flex Day

Please rate your level of agreement with the following statements:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The topic was relevant.	29	70.7	12	29.3	0	0.0	0	0.0	41
The presenter(s) knowledge of the subject was excellent.	38	92.7	3	7.3	0	0.0	0	0.0	41
The presentation style and techniques used by the presenter(s) were appropriate for the topic being presented.	33	80.5	7	17.1	1	2.4	0	0.0	41
The information presented was useful for my professional development.	27	67.5	13	32.5	0	0.0	0	0.0	40
The information presented was useful for my personal development.	24	58.5	17	41.5	0	0.0	0	0.0	41
I would recommend this workshop to my colleagues.	30	73.2	11	26.8	0	0.0	0	0.0	41

Table 5 presents the overall evaluation of all workshops evaluated on **In-Service Day, Friday, January 13th**. One hundred percent of the respondents (n=34) indicated agreement or strong agreement with six statements:

Table 5. Overall Evaluation of Workshops for In-Service Day

Please rate your level of agreement with the following statements:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The topic was relevant.	29	85.3	5	14.7	0	0.0	0	0.0	34
The presenter(s) knowledge of the subject was excellent.	32	94.1	2	5.9	0	0.0	0	0.0	34
The presentation style and techniques used by the presenter(s) were appropriate for the topic being presented.	30	88.2	4	11.8	0	0.0	0	0.0	34
The information presented was useful for my professional development.	25	73.5	9	26.5	0	0.0	0	0.0	34
The information presented was useful for my personal development.	28	82.4	6	17.6	0	0.0	0	0.0	34
I would recommend this workshop to my colleagues.	28	82.4	6	17.6	0	0.0	0	0.0	34

Table 6 illustrates the overall responses on whether the evaluated workshops should be offered in the future. Ninety-nine percent of responses indicated workshops should be offered again in the future.

Table 6. Future Workshop Offerings

Should this workshop(s) be offered in the future?	#	%
Yes	77	98.7
No	1	1.3
Total	**78**	**100.0**

Furthermore, one workshop received a response indicating it should not be offered in the future, see workshop and comments provided below:

- Workshop: Outcomes are the Point(s): Assessing using outcomes rather than exams, percentages, and points.
  - Reasoning: It was difficult to follow to explain if it was only completed and new. I'd offer it with subject matter experts and social sciences. I like the content but it was hard to understand the material.

Table 7 includes responses provided to 3 open-ended questions on how attendees' plan to use the information they learned in their classes/work environment, what attendees indicated can be improved, and on the topics/activities attendees would like to see offered for their professional development categorized by the workshops evaluated on **Flex Day, Wednesday, January 11th.**

Table 7. Open-Ended Responses

Flex Day Wednesday, January 11th
How do you plan on using the information learned today in your classes/work environment? (n=36)
Labster
Ye, I definitely.
Good presentation !

DE Micro Courses
Syllabus information was helpful !
New Features in Canvas
Apply the information to my Canvas courses
I plan on **building a community based and using the gradebook more often.**
I plan to **provide quizzes online so that grading becomes efficient**. But the features described in the workshop have benefitted my overall use of Canvas
I **plan to use many of the new features to enhance my course.**
I will **clean up and curate the courses in my dashboard to make it cleaner and more easily accessible**. I will also **use the new quiz features and the online attendance**.
I will use this to help save time on preparing courses and to be even more organized than I already am which helps my students and eases anxiety
Many new advances.
Updates will help in using Canvas !
Use, since never given help in past
Yes, I will use information for myself and my class.
Outcomes are the Point(s): Assessing using outcomes rather than exams, percentages, and points.
Create a road to success plan (making sure the requirements are clear for each grade)
I will be implementing a version of what was presented
I will be **investigating the concept of un-grading further**. I may implement it in future classes
Keeping it in mind that it's equitable
Reference
Spark Your Work!
Acknowledging how I approach teaching. I would also like share it with my students so that we all can gain a level of awareness.
Apply the information to how I set up my courses and deliver content
As an assignment
Assess where students are strongest.
Finding unique ways to inspire my students.
Focus on strengths and recognize weakness in myself as a teacher. Where does my personality fit and where do I need to tweak things?
I think it helps me do a better job as an instructor by understanding myself better and understanding the students. Using my strengths better and supporting colleagues and students with their strengths!
I will use some aspect in the classroom.
"I'm going to introduce this to students.
I am **going to reassess how this applies to my workflow**."
Keep in mind to use this information for administration as I do this with my students already.
Making a more active learning environment
Relating to students, helping understand my work style
Review my techniques to be more accommodating
Self-awareness is important
Share with students
To speak up and advocate through administration for the students
Will **help me in my mentoring skills** !
What can be improved in this workshop? (n=23)
Labster
I don't have any idea, yet but will after I've use it.
New Features in Canvas
Break this out into different groups
Go a bit slower and **give access to the recording**.
I think you did great!

Longer session?
Nothing - you two did a great job.
Nothing- love how they tag team and one handles the chat while the other speaks and shows. Great strategy!
The **workshop is needed to keep with up-to-date information**.
Outcomes are the Point(s): Assessing using outcomes rather than exams, percentages, and points.
Apply it to other subject and show examples (not just math)
More specific examples
Need **more subject matter experts**
None
Spark Your Work!
Better timed.
Break each type up in groups to discuss.
Discussions and activities and maybe groups in our different groups.
Emphasize the purpose that this is to look at how we approach work and how this can help awareness and prevent burnout. **Perhaps strategies on ways to prevent burnout and stress f**or each sparketype.
I would have liked to have **more suggestions for how to utilize the test results**. The breakout groups were great and **WAY too short**.
It was solid !
More interactions
More interactive
More structure and feedback from different groups
None at this time
To be a **little more specific.**

What future topics/activities would you like to see offered for your professional development? (n=17)
New Features in Canvas
I love the **Canvas workshops**- I think it might **be nice to have beginner vs intermediate vs advanced**
I want to see **more guided presentations**, like this one. **The step by step helps visual learners like me**.
More understanding of the platform
More with Canvas improvement.
Nothing at this time.
Stress management
How to accommodate students
Spark Your Work!
Any topic for Students success
Creating active learning
How to learn from your strengths and what you need to work on
More activities.
New to Crafton at this time - will think on this question.
Not sure.
Others like this! Great presentation. It was uplifting, helpful and informative.
Professional Learning Communities and alignment among instructors for syllabi, textbooks, rubrics, and instruction that works in the college classroom.
Remediation classes for unprepared students.
Stress Management
This was a great session. If all faculty (or many) could take part - then maybe there could be more cooperation.

Table 7 Ends

Table 8 includes responses provided to 3 open-ended questions on how attendees' plan to use the information they learned in their classes/work environment, what attendees indicated can be improved, and on the topics/activities attendees would like to see offered for their professional development categorized by the workshops evaluated on **In-Service Day, Friday January 13th**.

Table 8. Open-Ended Responses

In-Service day, Friday January 13th
How do you plan on using the information learned today in your classes/work environment? (n=19)
Compassion Fatigue, Increasing Resiliency
Being more mindful of the language I use towards myself and actions to prevent feelings of compassion fatigue.
I love the tone and compassion that [name] used. I would like to respond to people more like she does.
I'm going to read a book about boundaries that was recommended.
The **information learned can help me keep my compassion fatigue, work-related mental fatigue** in check.
Thinking about things from different perspectives, i.e. the students
Valuable information for anybody
Wonderful information.
Department Work with Research - Planning and Program Review
Apply to the current PPR process
This is immediately of use for my 2-year PPR right now.
Excel Tips & Tricks for Classified Professionals
Budget
This is **quite helpful for using rosters and grade information**!
To **keep track of Basic Needs data**
Leadership Development & Career Advancement
This information is really intriguing! I found the survey on personality types very helpful!
Students, Distress, and Wellness, Oh My!
Continue to make students aware of a suggest where appropriate the **use of campus mental health services**.
I am now for **mindful of techniques to recognize behaviors, how to respond, and what resources to refer to students.** I feel much more prepared in instances where students need extra support.
It was helpful to see the how students differ from the general population in areas like suicide or sadness. So, to answer the question: I think the awareness is helpful.
Often students come into the Basic Needs Office during high levels of stress and having ways in which I can help them destress, like the DBT breathing, will be helpful to use as we talk through ways in which we can support them through their challenges.
The **information will help me to better serve the students I work with**. I love the suggestions that were given on how to become an ally and breathing exercise.
Understanding and recognizing a student with mental health issue will definitely help me in dealing with this concerns in the classroom.
What can be improved in this workshop? (n=9)
Compassion Fatigue, Increasing Resiliency
Nothing.
Nothing. Enjoyed it all.
The workshop is very good.
Department Work with Research - Planning and Program Review in Action
It was perfect.
Excel Tips & Tricks for Classified Professionals
It's perfect.
Longer
Leadership Development & Career Advancement

It's been quite helpful.
Students, Distress, and Wellness, Oh My!
How to better facilitate students to make use of these services
The information was wonderful, **the audio was a little low** since it was in hybrid format. Maybe just having a mic closer to the speaker would be helpful. It is a learning process for us all and I appreciate you making this available as an online session.
What future topics/activities would you like to see offered for your professional development? (n=5)
Compassion Fatigue, Increasing Resiliency
I would like to **go more in depth on the subject of helping other people's mental wellbeing**. [name] shared a few tidbits, like angry people needing 20 mins to process etc. I am sure there are tons of other facts like that which would be helpful to us working with other people.
Similar ones that could help us balance work and mental health.
Department Work with Research - Planning and Program Review in Action
Reaching the Hispanics in a Hispanic Serving Institution.
Students, Distress, and Wellness, Oh My!
I would love to see syllabus wording examples that we can add to this ur courses that direct students to help. **Like a syllabus checklist** that we can cut and paste would be helpful.
Workplace Ergonomics Training

Table 8 Ends

For questions, please contact Ruby Zuniga, Research Data Specialist, at rzuniga@craftonhills.edu